

BILINGUAL EDUCATION PROGRAM: TEACHERS' AND STUDENTS' PERCEPTION AND ITS CHALLENGES IN PESANTREN CONTEXT

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Abstract

Bilingual education program is supposed to be one of programs that becomes solution for student whose difficulties in foreign language, even it is believed to help future career of students therefore, Pesantren being famous with Islamic curriculum implement bilingual education program. This study investigates teachers and student's perception along with the challenges of bilingual education in Pesantren context. This study employed descriptive qualitative which interview used as primary tool to collect data. The findings reveal that both teachers and students have positive perception toward bilingual education for some reasons however, there are some challenges encountered such as having difficulties to find appropriate bilingual model, different motivation students have and time management due to another program existed in Pesantren.

Keywords: English language teaching, Bilingual education program, Teachers' and student's perception.

INTRODUCTION

Does bilingual education consider central for Pesantren education? This question emerges since Pesantren was familiarly acknowledged as institution which only expands religion knowledge. According to Tahir, Suriaman, Rinantanti (2019) Pesantren Schools is an educational institution that its origins in the Islamic education system developed by Ki Hajar Dewantara as Indonesia's indigenous education system, but recently

Pesantren grows more than as many supposed, including development in foreign language skill (Tahir, 2015; Amri et al., 2018). in the form of bilingual education as respond to the international mobility (Xiong, T., & Feng, A: 2018).

Fishman, J. A. (1976) asserted that bilingual is good for everybody who involves in education, which in this case is also appropriate in Pesantren context, so that it is not surprised that recently students of Pesantren communicate using many languages as the stance of believe that is the way how enhancing the quality of education with the intention of contending widely. Mahmud (2019) asserted that todays, Pesantren has progressed to the point where it is no longer just a religious traditional education system and a dakwah center, but also a core of character development, skills development, and the center of education that enables learners to communicate internationally. It can be noticed that several Pesantren graduate hold highly important positions in government.

Since Controversies in bilingaul education is not recent pehonomenon, such happening in the united state of America(Steven K. Lee,1999) and china (Xuesong et.al, 2019), challenging and different perception must be existed moreover it involves engaging with complex linguistic, political, identities and sociocultural issues as well as the development of educational and technical expertise. Those can also happen in Pesantren where many languages used caused by the existence of multicultural groups (Rahardjo ed., 1985; Yasmadi, 2002).

In some regions of Indonesia, the growth of using dual language like Arabic and English is rapid during this decade. Some traditional Pesantren also execute and adopt modern curriculum and introduce using dual language (Mahmud: 2019). In the meantime, parents' willingness to enroll their children in Pesantren where foreign languages developed is also significantly established. It is labelled by the number of students in Pesantren increasing every year. Therefore, the purpose of this study is to identify the perceptions of both teachers and students in bilingual education because Perception is a basis for understanding human differences as to how the individual perceives something that will affect how they behaves. (Cillessen: 2002, Lopes, 2010,) and the challenges encountered in implementing bilingual education in Pesantren context in

which appears belief that language can help students to be more successful with language, thus bilingual education which is also commonly called dual language, is implemented in Pesantren with the goal of increasing communication, Li Wei (2011) stated that the aim of bilingual education must be to enable bilinguals to use their entire language repertoire for added criticality and ingenuity in various situations.

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Research dealing with bilingual education known in United states Dual Language (Sánchez, M. T., García, O., & Solorza, C, 2018), have been conducted by many researchers especially in Pesantren environment but

very little discuss about the perception of teachers and students and the challenges of the implementation of bilingual education in Pesantren. Research conducted by Tahir (2019) this study focused on designing syllabus for multilingual students need, this reasearcher also conducted research (2017) dealing with Pesantren focusing on wheather the attitude, perception, education level affect the implementation of multilingual in the form of Simultaneous sequential model while Mahmud Mahmud (2019) focused on the development of course book used in bilingual education in modern boarding school (Pesantren). A research by Teresa. M (2018) addressed the policies of dual language education, this study proposed policies based on historical review and practises in bilingual education provided with critical assessment which focused on teaching two languages rather than teaching the students in bilingual. A research by Ozfidan. B (2016) spesifically discussed about bilingual education but focused on the model of the implementation in bousque turkey, the result show that the model was significantly appropriate to implement since tukey and spain have many similiarities.

The significance of this study is that any information about Pesantren education's attempt in bilingual education, it may help scholars gain broader perspective about the language education in Pesantren.

METHOD

The aim of this study is to particularly describe the perception of English bilingual teachers and students and the challenges encountered in the implementation of bilingual education in Pesantren context, thus descriptive qualitative design is utilized in this study. Interview was used as tool to gain the perception of students and teachers in their bilingual education program in context of Pesantren. Creswell (2012) stated that Qualitative interviews enable a researcher to expand a better understanding of the problem and responses to the research question. Furthermore, these interviews provided further insight about the challenges encountered by students and teachers as long as they involved in bilingual education program. To conduct interview, I visited the dormitory of bilingual education program in order to gain appropriate participant, the interview conducted through face to face along with audio recording. To

get more data I also used social media Whatsaap to conduct interview.

FINDINGS

In this study, qualitative design was utilized using interview as primary tool to collect data, I begun to take the data by selecting some of students and teachers considered having enough experience about bilingual education in Pesantren. This research addressed the following research questions;

1. How do English teachers and students perceive the Bilingual Education Program in Pesantren?
2. What are the challenges encountered by the English teacher and students in Bilingual Education Program in Pesantren?

Pesantren is boarding school which the curriculum focused more on islamic lesson, thus it becomes peculiarity for Pesantren itself in implementing program of bilingual education. The researcher explores some of students to answer the question related with their perception in bilingual education in Pesantren context and it challenges, in this section terms Santri used as students of Pesantren.

Since the type of this study is qualitative, I selected respondent who are appropriate with the study related with with teachers' and students' perception of Bilingual education program in Pesantren.

1. Teachers' and students Perception

Pesantren implied education with regulation of government and non-government, in this case Bilingual education program is implemented in non-government regulation where Pesantren made special dormitory for santris who want to join bilingual education program, thus not all santri joined the program, but recently the awareness about bilingual grows among the educators in boarding school, so that bilingual education is also implemented in school.

Noval is one of santri who gave his positive perception toward bilingual education program in Pesantren due to some advantages he gained after involving to the program, he stated

Bilingual education helps me in learning languages, because before I involved to this program I only have one foreign language to communicate but after joining this program I also know how to communicate using

Arabic.

Even he stated that the program also helps him in developing other knowledge, and help to socialize well because Pesantren consists of students that come from various culture.

this program also helps to develop others lessons I am learning, Arabic helps to understand Arabic lesson that become priority curriculum in this Pesantren while English helps me to understand some terms used in some of discipline knowledge thought in school. And Ialso engaged to the activity where I can socialize well with other students that come from different places.

Fathur stated *that bilingual education is important for Pesantren because by mean of bilingual we can explore our talent and we can also prove that santri can also be able to use foreign language.*

Rian supported that today most of santri want to develop foreign languages, it can be seen that most of santri want to register to bilingual education program, thus Bilingual education program in Pesantren is important to implement.

From the interview conducted it also found that Bilingual education program oblige the students to communicate using two languages as daily communication, otherwise students will get punishment like memorizing vocabulary while standing in place provided by their teachers.

Nizar hesitate whether or not bilingual education program can help him in increasing language, but he stated that Pesantren deserve to implement bilingual education program, he stated using Arabic with I translated into English.

I think Pesantren deserve to have bilingual education in the term of Arabic and English because Arabic can help us to understand language that should mosleem used while English is to help us developing other language even to the abroad.

Jaka and syaiful felt not motivated to learn languages after joining

bilingual education program because the obligation of communication using two languages disobeyed by some of students however it does not always happen due to the punishment that the students will get if they do not obey to the rule. However, all of students that I interview admitted that they join bilingual education program by themselves.

After I explores their perception about bilingual education program in Pesantren I tried to explores the target why they join bilingual education program in the term of Arabic and English considering that I also reveal that the Pesantren enroll some courses of many languages like Spanish, Russia, Chinese and French.

As the result, I found various goals why santri joined Bilingual Education Program. Most of students admitted that they develop languages because they have intention to continue their education a broad however there are some who joined by mean of developing languages without any others goal.

Rofiqi and nazar stated that

I joined bilingual education program because I want to study abroad and I think I need English and Arabic because most of my friend got scholarship to turkey where Arabic and English are also used there, I have a lot friends that are studying in a broad like Singapore, turkey, Egypt and Chinese and I asked them that English is language that I need to go there. As we know that English becomes main requirement of most university in term of having toefl certificate, thus I have to join this program.

In the implementation of bilingual education program, Pesantren measured the achievement of students by making exhibition every year named by Tamara, the exhibition is implemented in front of all santri either santri is bilingual or non-bilingual, this activity is done to motivate all santri to learn foreign languages. The students will get question or topic related with grammar rule and topic like motion to test students' comprehension in communication of both Arabic and English.

Positive perception showed by students of the existence Bilingual education program in pesantren context with various goal that students

wanted to achieve, however student's perception along with challenges they encountered in the implementation of bilingual program, all students expressed that challenges they face is the time that they feel is not enough due to the obligation that they must perform made in pesantren like joining study in pesantren.

Fathur stated:

We do not have much time to join bilingual because we have an obligation like study lesson of pesantren and schooling, and it made difficult to memorize vocabulary and to understand material.

After I explore some of students of bilingual, I also explores the teachers perception toward Bilingual education program, all teachers have the same argument with students that they respond positively to the implementation of bilingual education program in Pesantren context, by the reason that santri must not be familiar with only Islamic student but they can also show another competence like using foreign languages however their positive perception followed with some problems that must be solved by them.

2. Challenges of Bilingual Education Program in Pesantren Context.

To cultivate Bilingual in the environment of Pesantren, Pesantren makes institution to manage teaching learning process in Bilingual, thus the institution consists of some personnel like director who has the highest authority, Manager is person who becomes daily board and Course and Education that manage the process of teaching and learning either from the material, syllabus and the curriculum. Therefore, to reveal the challenges encountered by teachers of Bilingual education program I use interview to daily board of bilingual education program.

Abd Haq is one of teachers in bilingual education whose position as course and education, he managed the course beginning from the material, syllabus and curriculum. He stated;

I have become Course and Education for two years, but challenges I face is still the same, we do not find appropriate model yet for Bilingual

education program in this Pesantren, so that we change the model of the program every year.

Model in Bilingual education program seem to be significant for Pesantren considering the multicultural existed in Pesantren, as the impact of that students tends to dominate in one language, however the board provides time for students to communicate using Bilingual. Different motivation that students have also become challenges for teachers in managing bilingual program, it is caused by the tendency of students who prefer one language.

Bagas as the secretary and also teacher stated that;

Bilingual education program is important for Pesantren moreover in English and Arabic program because these two languages are beneficial for santri, but however Pesantren has also other discipline of knowledges so that challenges in managing bilingual education program is to manage the time because I am myself is also santri that has will for studying other knowledges.

While Syakur stated that

It is very difficult to teach students who join this program not because of himself, there are some students joining this program because their family forced them or they just to accompany their friend, how to make them being motivated to be bilingual is absolutely challenging.

DISCUSSION

In this section, the researcher will discuss the finding gained from interview by relating to the theories written in chapter II

1. How do teachers and students perceive bilingual education program in Pesantren context?

Because of the rapid speed of globalization, intertwined with economic, political, technological, and cultural processes, English has become one of the most widely spoken languages. Thus, number of English learners increased with various program implemented (Pardede, 2012; Crystal 1997)

with the strategies in order to be fluent in foreign language (Amirul, et. al 2018; Haryanto, E., & Mukminin, A. 2012) although it is not used in daily social communication (Saville-troike, 2006). Bilingual education program is as one of efforts done by teachers to engage students with foreign language, in this case teachers try to make students can use two languages (Mukminin, Amirul, et al 2019). Baker (2010) stated that bilingual is not just about education and using two languages in communication, there are some proportion included, like politic, economic, historic and language plan. Bilingual education, for example, is a form of language planning that aims to absorb local and immigrant minorities, as well as incorporate migrants and minority groups. Bilingual education is a significant plank in language revival and maintenance at other times. Baker (2007) stated that half of population in the world using more than one language, Unsurprisingly Pesantren implemented bilingual education Program.

Terra, S. E. L, 2018; Varghese et al. 2005; Li, 2013) stated that Having a positive perception play important role in dynamic of education for it influences teacher in making decision and behavior in teaching learning process, even it can interfere the existed curriculum and the way how the teacher implements in the classroom (Breen et al. 2001; Smith and Southerland 2007; Palmer and Lynch 2008). Thus, it is crucial to reveal the perception of teacher in teaching and learning field including in Bilingual Education Program in the environment of Pesantren.

From the result of the interview, it showed that both teacher students have positive perception about the Bilingual education in Pesantren although the space of implementing the program is not enough due to obligation program made by Pesantren. Not like other bilingual education program such in Mozambique (Burhan Ozfidan. 2016) and America (K.Lee: 2010) the purpose of Pesantren made bilingual is for future education of students, the board of Pesantren provided bilingual education program as medium for students to continue their education further since the emerge of the awareness of board of Pesantren with the important of foreign languages in line with this United State also consider to implement Bilingual Education since the increase of the immigrant struggled for their academic which give impact to school in US (Gandara & Baca: 2008), which

need serious attention (Crawford, 2004; Thomas & Collier, 2002). this phenomenon caused debate among educators to help immigrant having a good process studying in US but some of them did not realize that Bilingual Program would be the best for them (Thomas & Collier, 2002) but some believed that Bilingual program is not necessary to consider as the solution (Garcia & Bass, 2007).

There are some reasons why teachers and students have positive perception regarding with the implementation of bilingual education program in Pesantren context. Teachers and students believed that bilingual education program can help them to communicate using foreign language, just like Ireland, Wales, Catalonia and Bosque bilingual education is believed to be program that can maintain languages (Baker: 2010). Pesantren which has students coming from different culture made an effort to maintain language by providing special place called dormitory for student who have intention to learn language provided with regulation obliged students to communicate in bilingual, baker (2010) added that It is essential to live and enjoy a language in order for it to thrive and revitalize. It is crucial to use a language on a daily basis and sustain a positive attitude about it.

Another reason of why teachers and students have positive perception about bilingual education because they invented that Bilingual can help their career, it is argued that mastery of more than two languages is considered decisive for future career of students (Swain and Lapkin 1982; Johnson and Swain 1997), therefore educator should provide much time and a good approach to teach and led students to communicate using foreign language even using as medium of teaching another subject (M. Bigelow and Ennser Kananen, 2014). therefore, the perception of both teachers and students about knowing many languages is higher and higher which is proven with many languages taught in Pesantren not only Bilingual program but also other languages such as Chinese, Russian, Japanese, German, and French implemented in Pesantren due to the consideration of the importance of languages, in line with it the number of the enthusiast students to join the program is increased every year. as the impact Pesantren produced many talented students that got scholarship

abroad, there are at least twenty students take advanced education abroad like Malay. Singapore, China, Turkey, and Brunei every year, thus the command of knowing more than two languages as medium of students for future career

Bilingual education program consists of Arabic and English, these two languages have its benefit for students, as students said that Arabic can help them to know more the priority curriculum made in Pesantren forced to command Islamic lesson written in Arabic taught both in school and Pesantren itself. Thus, Arabic can help students to master faster Islamic lesson because Bilingual Education program provide lesson not only in communication but also in material like grammar which is in Arabic called Nahwu used as tool to read and to understand Islamic lesson. Also, it can be denied that status of English as international language demands learners to be able to communicate using English as teachers and students of Pesantren argued that English is crucial when they have graduated from pesantren for the purpose of advanced education, socialize with others and look for job. According to Osler (Hapsari, A. 2016) English has now achieved the status of a global language in today's culture. "Population, location, and prestige" are three key pillars that sustain English's current status.

More specifically students invented that English can also help them in developing another subject containing terms taken from English, it is in one line with statement argued by Lauchlan, (2014) saying that Bilingual students have better performance in arithmetic and mathematic compared with non-bilingual, he added Bilingual students have better problem solving and more creative. However, the positive perception of both teachers and students as to bilingual education program in Pesantren context with various reason along with challenges encountered by them which few can be solved.

2. What are the challenges encountered by the English teacher and students in Bilingual Education Program in Pesantren?

To answer the research focus of the challenges, I used interview as primary form of data collection. Creswell (2012) termed interview as tool to provide a wealth of knowledge and data that can help you get better

understand the subject you're researching. In order to keep the purpose of the study and to find exact data I selected some of teachers and students who had more experiences in Bilingual program or teachers and students who have been long stay in Bilingual Dormitory.

As stated that number of students joining bilingual education increased every year showing the interest of santri and teachers toward bilingual education, however there are some challenges encountered by them especially teachers who act as the principle in bilingual education program.

Based on the interview all teachers of Pesantren have positive perception about bilingual education program even they have made plan to schedule using two languages in form of Arabic and English as daily communication, but challenges can be denied due to the environment and space available in Pesantren.

1) Model

One of teachers admitted that during he has been teacher and principle of bilingual education program in pesantren he had difficulties to find a good model to implement bilingual that can produce students fluent in two languages, as the impact students tend to prefer only one language in daily communication. Model is complicated to find for such bilingual education for it demanded the students to master two languages at once moreover bilingual education program in Pesantren consist of two foreign languages namely Arabic and English, in line with this debate among scholars as to difficulties of bilingual model also found in united State (Thomas & Collier, 2002). Content Language Integrated Learning (CLIL) seem to be appropriate model for Bilingual education Program (Hapsari, A. 2016) while Roberts, C. A. (1995) proposed some models of Bilingual such as Submersion, ESL Pul out, Transitional Bilingual Education, Maintenance Bilingual Education, Enrichment, Two-way, or Developmental Bilingual, and Immersion model which is famous in Canada.

Some of the model have implemented by board of bilingual education, it is known after deeper interview done however there was not significant

result felt by the board, it is proven with one hundred and fifty students joined bilingual only few students can communicate using bilingual, by man of that the board of bilingual education program felt unsuccessful in implementing bilingual program. Furthermore, according to Krashen (1991), good bilingual education follows the same principles as effective as language acquisition. Understanding communications and gaining comprehensible input is one of these principles. Hunt (2011) argued that the success of bilingual depends on the principle of the program, in this the board that manage bilingual education must have good capacity to manage the program. thus, the board tried to find new model suited with the environment in Pesantren. Guerra and Nelson (2009) proposed manner of becoming success in bilingual, it is crucial to emerge belief among students for it can increase the performance of students in bilingual, otherwise no high quality of the bilingual education.

2) Motivation

Motivation has become important role in language teaching even in all subject in education two of them cannot be separated (Yulia, Y. 2013). Unsurprisingly many scholars conducted research dealing with motivation (Long, Z., & Xu, J.; 2020. Ushioda, E., & Dörnyei, Z.; 2017. Lin, M. H., & Chen, H. G.; 2017. Yuyun Yulia; 2013 Schneider et al. 2018) which showed the crucial role of motivation. Gardner (1985; Yuyun Yulia (2013) defined motivation as attempt, desire and positive attitude toward language learning, more specifically motivation can be defined as medium that should be owned by students in the process of learning. in addition, Dörnyei, Z. (1998) termed motivation as behavior allowed students to achieve it. In conclusion the quality of students depends on the quality of the motivation owned by students

Other challenges encountered by teacher of bilingual education program in Pesantren, they have difficulties to straighten student's motivation to be bilingual, although only few students felt not motivated it became burden for teacher because it determined the quality of the institution. Teachers mention reasons why some of students felt not motivated, one of the reasons because the students joined the bilingual based on the coercion of their parent and leader in his room. As the impact

students will not obey the regulation made in dormitory, they will use their native language instead of English as daily communication, however as the effort to make students obey the regulation teacher will give students punishment in the form of memorizing lesson related to language learning such as memorizing vocabulary and reviewing grammatical that students have learnt. However, being a model to influence student's motivation is also must be considered by teachers. Williams & Burden (1997) contended that to learn a foreign language entails more than just learning the skills, rules, and grammar; it also entails self-image, cultural behavior, and ways of being that have an impact on the learner's social nature.

In conclusion, Sun, Z. (2010) argued that motivation is something that influence the effort of students in language teaching, the more motivation students have the more attempt the students in language teaching will be, thus teachers' concern should focus on how good the motivation that students have in order to gain the goal of bilingual education in Pesantren context.

3) Minimum Time and Material

All students agree that bilingual education in Pesantren did not have enough time in the implementation due to another program made by Pesantren, as mentioned that Pesantren in the place of education in which the priority curriculum is Islamic lesson. The program includes schooling and extra program which all students should follow and it made students have a little time in joining the activity in bilingual education.

Material is also admitted become challenges of students have, it happens because in one day students are not only forced to receive one material in Pesantren so that it makes students difficult to understand the material. Sun, Z. (2010) contended that another motivation that is crucial in language teaching, material also has significant role in language learning and teaching activities, Wachob, P. (2006) added that material help to construct motivation. Simply motivation can appear from teaching material

CONCLUSION

The emerge of believe that language has significant role in future career of

students caused various activities to develop language skill even a Pesantren which famous with Islamic lesson. Bilingual education program is one of programs that can be applied in language teaching, however it caused controversy happening in united State but it did not appear in Pesantren Context. All the component of Pesantren both teachers and students have positive perception about the existence of bilingual education program by mean of various reasons such as for future career and education, to enrich languages to communicate and to help students easier to understand other lesson provided in Pesantren. However, the implementation of bilingual education in Pesantren did not run smoothly, both of teachers and students encountered some problem that they must solved like having difficulty to find appropriate model for bilingual program in pesantren, lack of motivation that students suffered and minimum time that teachers and students have due to other programs existed in Pesantren.

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